



Remote Learning Policy

Version	
Review Date	



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Policy Overview

Hillel Park School is an inclusive school based on Christian ethos and values. At Hillel Park School we have a strong commitment towards working in positive partnership with the whole school community. A school is a busy place where there are many interactions between pupils, parents, carers, and staff as part of the everyday life of the school. We have an ethos of respecting the rights of all members of the school community.

Our Values - Faith. Love. Service. Resilience.

We understand the impact these qualities have on inspiring our students to become faith-filled, kind young men and women, who can thrive and adapt to our ever-changing world, despite the challenges.

Objectives and Compliance

Should any interested party be unclear on the policy and how it impacts their role, they should contact the Head Teacher.

Order of Precedence

This document upon approval supersedes all previously drafted documents.



Policy Statements

1. Governance

1.1 The quality of learning is at the heart of our policy and should always take precedence over the method or delivery platform.

1.2 The aim of this policy is to:

- Ensure that the curriculum is taught through the regular timetable schedule.
- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Sets out expectations for all members of the school community with regards to remote learning.
- Provides appropriate guidelines for data protection.

1.3 Hillel Park school will ensure the following technology and communication mechanisms:

1.4 A restricted link (i.e., zoom private meetings) where online classes can take place.

1.5 Electronic learning materials – reference and online portal access for download.

1.6 The school will ensure the following technology and communication mechanisms:

- A restricted link (i.e., zoom private meetings) where online classes can take place.
- Electronic learning materials – reference and online portal access for download.

1.7 In addition, the school will ensure the following:

- Lessons to be delivered according to the school timetable.
- Normal homework timetable to be followed.
- Normal expectations apply for submission of work.
- Assessments of pupil work and feedback to be given as usual.
- The effectiveness of remote learning, this will be done through regular meetings with supervisors and the monitoring of student's work.
- The security of remote learning systems, including data protection and safeguarding considerations.

2. Roles and Responsibilities

Learning at home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations, and possible illness in the family. We appreciate the huge role that parents will be playing and encourage families to structure the day to give balance, variety and a sense of purpose.

2.1 Parents can play a key role in helping students adhere to a routine and the amount of support will vary depending on the age and personality of the child, and the parents' own work commitments.



- 2.2 Time should be made for regular breaks, exercise, pursuing co-curricular interests and connecting virtually with friends and relatives.
- 2.3 Hillel Park will continue to provide a strong sense of pastoral support during remote learning days.
- 2.4 Guidance will be offered to parents on supporting their children with remote learning.

3. General Principles

- 3.1 All year groups should have a registration and prayer session at the beginning and end of each day.
- 3.2 Pupils should have their cameras on wherever possible, with the expectation they are sitting in a well-lit room at a desk or table (although this may not be possible for all).
- 3.3 Routines such as punctual starts, regular face-to-face contact with teachers and peers, engagement in lessons, and evening prep/homework is expected.
- 3.4 There will be opportunities for pupils to collaborate or work in pairs/groups.
- 3.5 Students could be asked to present their own work to the online class.
- 3.6 Lessons may also be spent writing or doing independent work, which can be submitted at the end of lesson.
- 3.7 At the end of each session, the Teacher will suggest follow up work that the children can complete on paper.
- 3.8 Teachers will teach a mixture of uploaded lessons and live lessons according to their weekly timetables.